

L 160 . B 7

1826

LIBRARY OF CONGRESS



0 021 526 186 4

Hollinger Corp.
pH 8.5

Andover Library

Commonwealth of Massachusetts.

Report of the Commissioners, appointed by a
Resolve of the 22d February, 1825

The Commissioners appointed by a Resolve
passed on the 22d day of February last, now re-
spectfully present the result of their deliberations
to the Legislature.

By that Resolve, it was made their duty "to di-
gest and prepare a system for the establishment of
such an Institution, or Institutions, as the Comis-
sioners should deem it expedient, for the State to
create and endow, as should be best calculated to
afford economical and sufficient instruction, in the
practical Arts and Sciences, to that class of per-
sons, who do not desire, or are unable to obtain a
Collegiate education: and also to prepare and di-
gest a system for a proper organization of a fund,
to be set apart for the purposes of education: show-

ing the sources from which the same might be obtained, and the objects to which the same ought to be applied."

It is known that this subject was brought before the Legislature, by a memorial presented at the last winter session, emanating from that class of persons, most directly interested in it.

But neither they nor others, can hope for the success of any project of the kind, unless it be shown, that the wants of the community demand it.

In the language of that memorial, we may say with truth ; "that the present is the favourable moment, for calling the attention of the public to a serious consideration of the permanent interests of society. It is in such a season only, when the State is exempt from the burthens and dangers of War, that we are at liberty to consult, or government to provide for those interests, which belong not to *one* but to *many* generations.

All wise States, therefore, have for these designs, availed themselves of such periods, when men have both the leisure, and the temper to consider, not only the immediate wants of society, but their connection with the great family of mankind, and future ages." The question in general, whether the State shall by public patronage cherish Schools, Colleges, and learning, has long with us been settled. Our schools are our pride, our glory ; they make a part of our *State policy*. The frightful indifference which the mass of men has in all ages shown, to these most important interests, has

in every wise community, forced the care of them upon the public guardians. With us it has become an axiom, that the preservation of free institutions, without great intelligence in the people, is impracticable. The enquiry now is, whether we are to rest content with what we have done, whether we shall remain stationary; or rather whether we shall retrograde, for in human improvement, in man or nations, there is nothing stationary. Every where else, in Europe, as well as in our own States, all is excitement, effort and struggle. This is a country of business and labour, thence arises the necessity of giving dignity to labour, as the duty, virtue, and happiness of an American citizen.

In most countries, learning and education constitute a separate cast, an aristocracy of itself, a class of men distinct, exclusive, having little sympathy with the mass of their fellow creatures, little interest in their concerns, or knowledge of their affairs.

The question for us is, whether we shall take an opposite course, and endeavour to bring men into that state, in which all shall be satisfied, that so far as government is concerned, a tender regard is shown for all, and thus reconcile all to the inevitable individual distinctions, which exist in nature, and in every form of society however organized. The world has been divided into those who have governed, and those who have been in subjection. Education has given to the former their power,

the want of it has placed the latter in a state of imbecility and abject degradation. It has been believed, that the reverse of this could not exist in nature. We, in these free States, on the contrary, are of opinion, that nature points out no such thing ; but that the improvements which are growing up, show that much of this distinction is grossly artificial, against nature, and the order of Providence. That so many should remain in the semi-barbarous state in which they are found in most countries, covered with rags, buried in filth, terrible to the eye, and frightful to the imagination of cultivated man, (if that be shown to be a necessary condition) would lead us to think, that we are the victims of a pernicious and disgusting system of nature, rather than under the controul of a benevolent being. No, this is not the order of Providence, but rather, that individuals and nations shall advance indefinitely, in all that knowledge, which expanding the intellect, and purifying the morals, makes man a religious being, and thus places him in a state, in which he cannot be badly governed. That a few hundreds or thousands in any country, should be so educated, as alone to be competent, to form any judgment of public measures, and the business of society, or any way capable of taking a part in the one or the other, would be incredible, if the fact did not stare us in the face. The science of government, has been thought an unfathomable mystery, except to a few of the initiated, but see to what a pass this necromancy has brought

“
nations ! what base superstitions, entailing misery and poverty, what wretched regulations in trade, establishing monopolies, and every artificial hindrance in the way of wealth and prosperity, what exterminating wars, what loads of debt !! Let us, however, realize our superiority, claim it, assert it, set it forth to the world, and maintain it, by all the means which God has put in our power.

The Commissioners now proceed to a detail of the plan, which they have thought it expedient to offer : remarking as they go along, upon some particulars, and concluding with such observations and arguments, as have occurred to them, the force of which, they think will be the better perceived, after the details are presented.

The Commissioners mean only to discuss the subject of the general plan, and intentionally omit many particulars, the consideration of which must fall upon those, to whom the organization of the Institution shall be intrusted, provided the State see fit to endow such an Institution. A discussion of the various police regulations, that may be deemed important, would be out of place here.

The Commissioners propose an endowment by the State, of *one* Institution calculated in the language of the Resolve “*to afford economical and sufficient instruction, in the practical Arts and Sciences, to that class of persons, who do not desire, or are unable to obtain a Collegiate education.*” In stating their preference however for *one* school in the first instance, they do it in the full persuasion, that

the State will find it expedient, after a successful trial shall have been made, to extend still farther the system, in the establishment of one or two additional schools of the like kind, to be so situated, as to accommodate the various parts of the State. Their ideas upon this subject will appear hereafter.

In observing upon the studies to be pursued in this school, they wish it to be understood, that like every other system, it is liable to many modifications, according to circumstances, and this consistently with the preservation of the main design.—For instance ; upon the first organization of the school, it may be difficult, with the means which the state may see fit to grant, to put it in operation under the most favourable circumstances, so as to embrace every object, which it is intended finally to accomplish. Indeed the wants of any new mode of instruction, will develope themselves with the progress of things. At the same time, it is proper for the Commissioners to state distinctly, the general plan, and it must be obvious as they have before observed, that much must be left to the discretion of those, who shall have the charge of its organization. This for many reasons ; among others, the difficulty which is apparent, of obtaining in the first instance, qualified teachers and managers in the various branches, which the objects of such an Institution necessarily embrace. With these preliminary observations, they proceed to enumerate the *studies*. The propriety of some of them is so obvious, as to require no comment. It must be

kept constantly in view, that the plan of this Institution, is not in any thing, *a mere ornamental education, but a useful and profitable one, and that the pupil is to be at liberty, to pursue any, or all of these studies, as he thinks will best suit his occupation.*

1st—The *French* and *Spanish Languages.*

These languages are already considered important in all thorough education; they will become still more so. We are a commercial people, and as the interests of trade are better understood, the freedom of intercourse among nations, will increase. This is more and more apparent every day, and nothing will so much tend to break down the barriers of separation, as the acquisition of languages, common to each other. The *French Language* is now in general use, over much of the continent of Europe, among the well educated, and men of business, and particularly in the larger commercial towns, with which we have intercourse; besides, it is the language of one of most refined nations of Europe, of a nation, whose literature and knowledge of the arts, should be common property in the world. It is common to the inhabitants of one of our most important states, Louisiana; her codes of law being even now, since her union with us, published in that, as well as our own language. In regard to the *Spanish language*, some of the same observations are applicable, but in addition: the very existence of the southern Republic, renders the acquisition of that, of ten fold im-

portance; for it is hardly possible to conceive, that our intercourse with them, should not be of the most interesting and profitable kind.

2d—Grammar, Composition, Rhetoric, including Speaking, and Reading.—These, if *Writing* and *Arithmetic* be added, may be deemed the elements of an English education. As to *Writing*, that is not intended to be included, as it rather belongs to a primary school, and it is supposed, that the art has been acquired at a period, before it is intended that a boy shall enter this school. In regard to *Grammar* and *Rhetoric*, including *Speaking* and *Reading*, it will be enough here to offer a remark or two. Some of the observations presented in the conclusion of the report, will have a bearing upon this head. As to the *Grammar* of the English language, it cannot be considered an unsuitable acquisition for our intelligent farmers, mechanics, and merchants, who are called everyday to officiate in the most important business of the country. The imperfect manner in which it is taught, in many of our common schools, requires no comment. By *Rhetoric*, including *Reading*, is here meant the art of *Public Speaking*.

As to *reading well*, which is the foundation of *speaking well*, it is notorious as a general truth, that this is not taught even in our highest schools: or if taught at all, in the most imperfect manner.—Good reading, which it would seem, ought to be a common acquisition, is one of the last that can be

found. In a school, therefore, for popular education, which is intended to fit men for those common duties, that, without distinction, not only do, but ought to fall upon many among us, we lay great stress upon the arts of *reading* and *speaking well*, which in a free country, are very commanding qualifications, and make up for many defects.

3d.—Book Keeping and Arithmetic.

In a country in which, to our honour, business is a distinction, instead of the ability to be idle, these are essential. Between the man who has, and who has not the power of figures, the difference is so great, that they seem hardly to belong to the same race. This goes to show, however, how accessible to the mass of men, with proper opportunities, is a great portion of that knowledge, which, if attained, breaks down half of the odious barriers of separation which exist.

4th.—Geography and History.

Upon the former, no comment need be made here. As to the study of History in this school, it should be that of our own country; its early settlement; the revolution and the causes that led to it; of the respective states, and particularly our own. These subjects are national, and belong appropriately to *us*. The knowledge of them should stand prominent in the mind of an American boy; here he has a constant theme of pride and exulta-

tion. It is this, which identifies him with some of the most interesting struggles, the most brilliant exploits, which have ever gained the admiration, or elevated the character of man.

5th.—Drawing.

This art has not generally been taught in our schools, but no man ought to be ignorant of its importance in the business of life. To be able, in half an hour, to make, with a lead pencil, a sufficiently correct picture of any common house, apartment, bridge, tool, or instrument that we see, to serve as a model to copy from, is certainly no trifling attainment; it is as certain, that to this extent it may soon be learnt.

Society is divided into different professions, in any of which, if a man has acquired in a good degree, that which belongs to his, he has enough for respectability and success. At the same time, it is equally and eminently true, that to one great class of labourers, we mean those on the land, much miscellaneous knowledge is essential; their occupation leads necessarily to an acquaintance with half the arts of life. A good farmer will seldom be found ignorant of common mechanical operations; he may not be able to do the thing, from not having the slight of hand, but he knows how it *should be done*.

6th.—Mathematics, in its largest sense.

The fear of running into tedious details, leads

us to as much brevity as possible. It is easy to see what a fruitful subject of remark may be found in each of these topics.

The schools which we propose to institute, are to fit men for what are strictly called the *laborious occupations*. Mathematics are not essential to a lawyer, a clergyman, or a physician, and it is even true, we presume, that many of the most eminent in those classes, would not like to be put, to the demonstration of the first propositions in Euclid. It is equally true, that the knowledge of this science is essential to others. The sailor cannot go out of port without it; to the land surveyor it is a profession; in the art of war it is indispensable; to all who are engaged in public works, such as fortifications, canals, aqueducts, &c. it is as much so. Indeed, in many departments of active business, it may be considered an accomplishment, without which, a man is but half furnished for his occupation.

7th.—*Natural Philosophy.*

This, in truth, embraces the whole science of material things. It treats upon the general properties of bodies; their gravity, their laws of motion; of *hydrostatics*, or the mechanical properties of fluids; of *pneumatics*, or the mechanical properties of air; of *optics*; of *astronomy*; of the *mechanical powers* strictly so called, as the lever, pulley, wheel, and axle, inclined plane, wedge, screw. As to *practical mechanics*, we shall, in a subse-

quent part of this report, particularly advert to that subject. Botany, geology, and mineralogy, also coming under this head, will occupy a distinguished place in the pursuits at this school.

8th.—Chemistry.

This, though belonging to the department of natural philosophy, is in fact a science by itself, and so taught. It implies a knowledge of the component parts of bodies, animal, vegetable, and mineral; that is, of the art of ascertaining their properties and relations to each other. There is hardly any domestic business, in which the knowledge of it is not important. The making of bread, beer, wine, cider, the distillation of spirits, preservation of food, the making of butter, cheese, soap, &c. are all chemical operations. To the farmer this science is peculiarly useful. It enables him to analyze soils and manures, thus to ascertain what particular crops are proper for different soils, and how to improve a poor soil by the mixing of different ones. Knowledge of these particulars, without the aid of this science, will be guess work, loose and unsatisfactory.

9th.—Agriculture and Horticulture.

This head will be the subject of remark hereafter.

10th.—Moral Philosophy and Morals.

In our colleges, moral philosophy, which may be said to be that science, which teaches our du-

ties generally, is, with propriety, made a branch of study, and should have a place in this Institution. The moral philosophy, however, which is to be taught from books, is far less important, than that moral discipline which, having its deep and well laid foundation in *Christian morals*, can and should be made a part of the discipline of schools. Morals are doubtless best taught in the great school of life; in admitting this, however, we must remember, that we enter this school in youth. Enthusiasm may dream of some great moral machinery, by which the world is to be regenerated, but we find, that all improvement is a work of time, labour, and pain; that the vices of society lie deep in the constitution of things, and are perpetuated like its diseases.

While this is admitted, are there many who are not the wiser and better for the prudent religious instructions of a careful parent, or a tender friend? Austere manners are no part of the condition of things in this country, and in the schools very unpropitious to moral discipline. The mere prejudices in favour of power and authority, have disappeared from among us; in their stead, we must substitute every where, and especially in our schools, the *parental government*. For this, in the relation of instructor and pupil, there must be affectionate manners, intercourse, and sympathy. By *morals*, also, in these schools, we mean that which belongs to an *American citizen* as such; many of whose duties, either as a public or private man, are

peculiar, they belong to no other; they spring out of relations and institutions that are new; they cannot be taught from books. This topic embraces a wide range of observation, which the occasion does not admit. While upon the subject of the morals of a school, we cannot pass by the indispensable religious duty of a greater attention to health and exercise. None but those doomed to sedentary life, can appreciate the importance of this subject. How much of the virtue and religion of a human being depends upon that healthful and physical state, which gives buoyancy to the animal spirits, resolution, ardour, and disinterestedness to the mind, none can say. The effeminate habits of our sedentary classes are a just subject of animadversion; and we are satisfied, that a better discipline in our schools, is no longer merely to be talked about, but that on the contrary, it can be adopted, insisted upon, and carried into practice. This too we deem indispensable, if these schools hope to maintain the respect of the public.

11th.—Political Economy.

This, also, will be remarked upon hereafter.

Thus, for the sake of simplicity and method, we have mentioned those objects which should be pursued in these Institutions, intending to revert again to the notice of some of them.

As to the *number* of these schools, to be endowed immediately by the State, the Commissioners have made up their minds, as before suggested, to

recommend *one only*; to be located at some point *central*, or as nearly so as may be. A situation *quite central*, they do not deem any way important. As there may be a diversity of sentiment upon the subject of the number of the schools, they beg leave to submit their views upon it.

The project is an experiment, and we think it will be more conformable to the prudent, business-like character of our people, to enter upon it, on such a scale, as that nothing is likely to be hazarded by undertaking too much. Most of the provisions, regulations, and expenditures for such an institution are out of the usual course, in regard to which, we have little or no experience. As the great design of the school is *utility and profit*, *Economy* in every disbursement is indispensable. In new establishments, for the want of experience, it will be found, that many things have gone wrong, and that if done over again, they could be better done. One school, will, in many particulars, serve as a model for others, which, at a future time, can be followed with advantage. The difficulty of finding, at once, a sufficient number of competent instructors and managers of several such institutions, the Commissioners conceive would be very great. These suggestions have appeared conclusive to the Commissioners, in recommending that, which they deem the prudent, safe, and economical course. The plan, however, eventually, of one Institution for the State, they do not deem fully adequate to the main design of such education as is here proposed.

The principal design of the plan is, that *a great many* shall be able to avail themselves of the advantages which it offers ; *one* Institution does not seem to answer that object. In one Institution only, few would take a deep personal interest. Any school, by being brought within a local sphere of no great extent, naturally attracts the attention and receives the patronage of those within it. It is *their* school, and a spirit of rivalry in this, as in almost every concern, will be found useful ; the supervision of it is more easy, and less expensive. Its proximity to the residence of the pupils, will accommodate a greater number ; for this reason, a greater number will resort to it. It is intended, that, through the means of *lectures, and other facilities*, that young men shall be enabled to resort to these schools, for the purpose of instruction in *particular branches*, for *six* months, and perhaps a less time. To this description of persons, *nearness* would be a great object. More schools than one, by bringing into contact various parts of our sister states, is a consideration not to be omitted. The opinion which the Commissioners entertain of the usefulness of the system, and of the favourable eye with which it will be regarded, is such, that they do not doubt, that one school will not accommodate so large a number as will soon be found to resort to it.

The Commissioners will no farther enlarge upon this topic, than by mentioning one, which they conceive to have a strong bearing upon it, and, indeed,

Upon the general question of the expediency of the endowment : and that is, the subject of *patronage* to which they have already alluded. They are aware, that it has been thought by many in this country, that private bounty and patronage to schools and colleges, to any great extent, could not be expected : certainly nothing compared with this kind of munificence in Europe. They are not of this opinion. All things are comparative ; we could not accomplish in half a century, that which Europe has been many in effecting, and that half on our part, devoted to self preservation. It may be said of nations, as of men, that it is a very expensive business to carry them through their childhood. For accomplishments, we have had neither time nor money : those were not easily obtained, while we were obliged to watch our cradles with guns and bayonets in our hands. Why may not our schools expect private patronage ? Though wealth will not accumulate here in the same form as in Europe, we are destined to unexampled prosperity. The world has, till now, never seen a people, with minds and hands unfettered, all pursuing, with intense eagerness, private advantage, which necessarily results in general riches. The desire to enrich our children, cannot become a national characteristic with us, for while, elsewhere, wealth, and a freedom from labour, constitute distinction, here it is talent and business. We may well pride ourselves upon a state of society, in which the class of idlers must live without consideration. Devotion to our schools, public and private, has become a passion, and well

it may be: for to us it is a necessary, self-preserving virtue. If men have wealth, they desire to gain distinction by it; and what way is more natural, than through that public munificence, which, exhibited in patronage of schools, tends most to conciliate the regard of the whole community. In the period in which we have lived, the bitterness of politics has choked up half the natural channels of public and private virtue; in such a condition, it is not state, or country, but party, that absorbs a man's mind. All these considerations have a distant bearing upon the question, as to the *number* of these schools, for we think that the nearer they are brought to the attention of individuals, the more likely are their pride and affections to be engaged in them. We should not have indulged in such a latitude of remark upon this head, did we not think the subject highly important.

We now proceed to mention, those provisions for the school, which will require expense, and which will of course involve an enquiry into the necessary funds; and here we may again remark, that as to many of these particulars, they must, in the first instance, be left to the discretion of that body, in whose hands shall be entrusted the organization of the school.—There will be required,

1st.—A scite for Building.

A farm and garden.—The quantity of land, we suppose to be fifty acres; certainly not more than one hundred. This Land is not to be obtained at

the expense of the State, but to proceed from the bounty of the town and vicinity in which the location shall be.—The Commissioners have no doubt, that many towns in the state, would give a much larger boon, for the advantage of the location.

2d.—Buildings.

They propose, that there shall be *one or two principal buildings*, as shall be found most convenient, to furnish accommodation for *lecture rooms, recitation rooms, public expenses of every kind, rooms for philosophical and chemical apparatus, for botanical and mineralogical exhibitions, and for the library, models, plans, drawings, &c.* The expense of the principal building, or buildings, not to exceed *fifteen thousand dollars*, including the necessary *work shops, out-buildings, and fences.* *Work shops, in which the pupils may learn something of the common mechanical operations, are an indispensable part of the plan.* These combine profit, pleasure, and health. This rejects the idea of buildings, to serve as *dormitories, or to furnish accommodations for commons*, neither of which are deemed necessary; on the contrary, the Commissioners leave out so much of that system of supervision, which now prevails, as requires, that the pupils should be under the eye of the teachers, and for that purpose demands buildings, sufficient to furnish eating and sleeping apartments. They do not deem it applicable to these schools. There is much to be said, on both sides of this question.

One thing however may be observed, and that is, that in those schools, which are resorted to, principally by young men coming out of the labouring classes, who are enured to habits of sobriety and industry, and who feel a deep conviction that industry is their only resource, there will be found the best discipline, and the best morals. Necessity has been said to be the mother of industry ; decent, orderly behaviour, belongs to the same family. The example of the morals of the school which is proposed, we do not believe, will be lost elsewhere.

3d. Books.

4th. Philosophical Apparatus.

5th. Chemical Apparatus.

6th. Maps, Charts, Globes.

7th. Models, Plans, Drawings.

8th. Tools, and Mechanical Exhibitions.

9th. Mineralogical, and Botanical Exhibitions, and Specimens.

For these several items, the Commissioners propose, an expenditure of *fifteen thousand dollars*. Thus far, we have an expenditure of *thirty thousand dollars*.

It is very obvious, that this appropriation for these various objects, is small ; but will, we think, enable the school to go into successful operation. The Commissioners in proposing an appropriation so limited, have a distinct view to an extension of the number of the schools.

10th—*Teachers.*

A school, like every other thing, must have a beginning. Though the Commissioners intend to propose the plan of a school such as they think should be endowed by the state; still it must be obvious to all, that in an untried system, many things must be left to time, to develope its actual wants; to ascertain what revenues will be wanted, and how they shall be best applied. The truth of this observation can be no where more apparent, than in reference to the subject of *teachers*. That must be a bad school, when the *teachers* are incompetent, whatever other provisions may be made for it. For this school, the Commissioners propose, as the very first object, the best qualified instructors and managers. This should be a *sine qua non*; the success of the experiment depends upon it. They believe that ultimately, and in a short time, the school will support itself. It cannot be expected, that this will be the case, upon its opening.

Gratuitous instruction, is no part of the plan.—This would not be just, in regard to that portion of the community, who cannot avail themselves of the benefit of it, nor would it be expedient, in reference to those who may. The sons of respectable farmers, mechanics, and merchants, cannot expect to be educated, at the expense of the State. There are at present, in the Colleges of Massachusetts more than five hundred Students. If the number of *two hundred* be supposed in this Institution, at

twenty dollars as annual tuition fees, it will give *four thousand dollars*. At *twenty-five dollars, five thousand*. The Commissioners believe, that the number would in a short time, be much greater, and they think, that something near the sum here named, should be the annual charge for instruction. But this is not all; the school contemplates, not only, the furnishing instruction to those who shall go through a regular course of study, but also an opportunity to all, who shall resort to it for a less time than the established period, for the purpose of hearing lectures, and obtaining instruction, in particular departments, as for instance in *practical mechanics*, in *Chemistry*, and *other branches of natural Philosophy*. All such would be charged a regular fee for the benefit of their instructors. These lectures will also be attended by numbers in the neighbourhood of the Schools, who would also pay some small sum for their tickets of admission.

It is well known that in all seminaries of learning, there has been an objection to stated compensation, no way depending upon the individual merit and assiduity of the instructor. In schools for common academical instruction, this arrangement may be unavoidable, but is by no means so in Institutions upon the plan of these, when it is supposed, that individuals will resort, for that instruction which they may want in particular branches of business. The very existence of these schools, will very soon create in the neighbourhood of them, a taste for liberal knowledge; there is

nothing, that grows faster, than such a taste, when it has opportunities for indulgence, it is because our people are debarred from such opportunities, that so little of it is apparent. Nothing can be more attractive, than various experiments in natural philosophy, as applicable to the arts, or more intelligible. When it is notorious that private schools are rising up on every side, which have no endowment whatever, and which depend for their existence upon individual exertion, and where, too, the teachers are paid so liberally, as to induce men of the best education to become instructors: the Commissioners hope, not to be thought extravagant in saying that they have no doubt, that this school will ultimately support itself. At the same time, this for a while at least must not be relied upon, because it is indispensable in the first instance, in order to procure competent men, that they should have a certain reliance for their salaries, upon funds that are subject to no contingencies. This must be upon the State, and the Legislature must either create a fund, which will answer the purpose, or pledge itself to pay such sums from time to time, as shall be required. The latter being thought most expedient, is proposed. This course is suggested because it is not thought best for the State to raise a fund, which in the end may not be wanted. What deficiencies, after applying the tuition fees to the payment of the instructors, there may eventually be, or whether any, cannot now appear. The Commissioners intentionally forbear to

state, what number of instructors will be wanted, and the sum required for the payment of them. Their reasons are, that the subject is liable to contingencies; that the scale of instruction upon the opening of the school, may be greater or smaller, according to the will of the State, and still the main design of it be accomplished. These contingencies whatever they may be, present no serious obstacle, because the State may in this particular limit their bounty as to time and amount, in such a way, as to be clearly within its ability. Besides, much must be left to the discretion of those, who shall have the first organization of the school.

Thus far it appears, that a present disbursement of *thirty thousand dollars* will be required, and that the State will be obliged, in addition to that, to guarantee the necessary funds, for the payment of the teachers, until the school is in successful operation.

When we consider the various wants of such an Institution, the ability of the State, its bounty to the Colleges, this may be thought an insignificant sum, as a Capital for the objects proposed. We think, however, that prudence and economy in the outset, will best suit the taste of our people; besides we think, that it is but justice to all parts of the State, that the present scale of expense, should comport with the extension of these schools, which we believe will be indispensable.

The Commissioners now proceed to some general views of the subject, which are applicable to it, in every form.

By the terms of the Resolution the Commissioners are required, "to prepare and digest a system for a proper organization of a fund, to be set apart for the purposes of education; showing the sources from which the same may be obtained, and the objects to which the same ought to be applied."

The Commissioners think, that they may be excused from the performance of any other duty, than that of suggesting, the necessary provision, for the funds of the proposed Institution, without going into a general enquiry, of what ought to be the policy of the State, upon the subject at large. Indeed, the resolution could not have contemplated this; because though *common schools* are doubtless the first object, the Commissioners are not furnished with the necessary facts, to enable them to propose any thing upon that subject. The Resolution in terms does not require it; besides without these facts, as to the present state of the schools, no plan in regard to any further provision for them, could possibly be satisfactory. When the present Resolution was adopted, various propositions were offered in the committee, as to making an enquiry in regard to the support of common schools, a part of the duty of the Commissioners, which upon consideration were abandoned, and because, it was thought, that the subjects had no necessary connection with each other.

As this is a topic, which does in fact present some difficulty, and indeed the only practical one,

of any extent, the Commissioners beg leave to present their views at large, upon it.

In regard to the value of common schools, there is no longer any difference of opinion, and the Commissioners would regret to have it thought, that they are deficient in the common sensibility that prevails in respect to them. It is unquestionably the first concern, and so they consider it, even in reference to the project now presented. Any plan, therefore, which contemplates patronage for the *higher* branches of education, to the neglect of the *common*, or for the rich to the exclusion of the poor, cannot, and ought not, to receive favor. He who has a just regard for the safety, and honour of his country, will see, that *here* must be no neglected class, and above all that that class must not be the poor ; that nothing can secure us from the vices and miseries of other countries, but such a system of education, as will inspire all with a sentiment of self respect, and a common feeling of sympathy in the fortunes and happiness of each other. It is this fellow feeling, arising from a deep sense of the equality of privilege, that is the foundation of the safety of free governments. The only question of a practical kind is, in what way the various wants of the State can best be subserved. Some States have been able to make such liberal grants for their schools, that common education among them, is now nearly, if not wholly *gratuitous*. This may possibly be best for them, but we think not for us.

Connecticut, considering its population, has made, by far the greatest grants, for common schools. With those grants, if we are not misinformed, effort has ended in those schools, and little is done by the people. This is the danger of that system, and it is a question of deep concern, to what extent we ought to adopt it. In the State of *New York*, a great fund has been provided. Considering her new unfurnished settlements, in many parts her sparse population, a provision such as she has made, might be indispensable. This is not our condition. Another thing is to be considered ; if they have done much as *States*, the question is, how much have we done in our *Towns* : and when this enquiry comes to be made, we think it will appear, that we have not dishonoured ourselves ; on the contrary, that our provisions are not less liberal than theirs. This investigation should be made, indeed every other, that will show the actual state of our schools, and what is left to be done. At present, there are defects, to be supplied ; to this we are not to shut our eyes. Some towns are poor, in some that are more competent, the provision for schools is inadequate ; in others, the school districts are badly apportioned. It is a knowledge of these facts in regard to particular places, that has created an opinion in many persons, that the public guardians are grossly inattentive to this great concern. In what manner the State shall remedy these evils, is a question which it will be useful to consider, though

unnecessary here to discuss at large. A law which should compel the towns, from time to time, to exhibit a state of their schools, would alone do something to effect the object. Public opinion would, in this way, determine the duties of the respective towns, and in a measure at least, force a compliance with them. For these reasons, we should be sorry to see a system of *entirely gratuitous instruction provided for the people*. Though we may call it *gratuitous*, we must not impose upon ourselves by a name ; for every provision by governments for schools, must be made out of the aggregate wealth of the community ; it is only the diversion of so much money from one object to another ; and though we should erect a school fund, it would be a tax to that amount, and no less a tax than at present. The necessary and proper provision for schools, is a thing local in its nature, and while the principle is unquestionable that such matters are generally best regulated by those whom it immediately concerns, a principle which we have carried into all our institutions, still this does not exclude altogether the idea that the public at large, are bound to take care of those, who from ignorance or wilful neglect, show an entire indifference, as well to their own interests, as to those of the community. It would seem certain with few exceptions, that if every town would do its duty, in proportion to its ability, that the most equal and efficient taxation for common schools, must be that, raised by the respective towns, and

disbursed by them, under all the advantages of a local knowledge which it is impossible for a State or its agents to possess. We trust, therefore, that whatever the State shall hereafter think it expedient to do, that they will, in no event, run into the error of attempting to relieve the towns from the responsibility of taking that care of the schools, which necessarily forces upon individuals, the high and interesting duty of a personal inspection and care of them. Besides, that the State will adopt no principle of providing for common schools, *which does not force upon the towns, as a general rule, a proportionate provision to be made by them.* We trust that these observations will not be considered out of place, and the more so, as they lead to a discussion of the other branch of the subject ; that is, the importance of the proposed Institution, to these common schools ; and the Commissioners deceive themselves, if it cannot be made apparent, *that the State can do nothing in any other way, with any thing like the same expense, that will so directly and efficiently benefit common schools.* This indeed is the strong ground upon which the project stands before the public, in claiming its favor, not of this or that class, but of all, rich and poor.

The standard of knowledge and taste in the common schools, does not comport with the spirit of the age. Adam Smith, in his "Wealth of Nations," proposed fifty years ago, that the elementary parts of *Geometry and Mechanics*, should be taught in

the common schools. We want that, which Bolívar has adopted as Dictator of the Peruvian Republic, a *nursery for School Masters*. Good schools are produced by good teachers, who have a knowledge of good Books. The school masters now, are many of them young men, who are fitting for College, or who resort to school keeping while there, as a temporary resource, or after having left College, for the same object. In either event, it is not an employment upon which they rely for any length of time, and it is in this as in every other occupation, that nothing but long devotion to it, can furnish the necessary qualifications. The youth, inexperience, and in many instances even very imperfect English education of these instructors, render them totally unfit to fill a place, which in fact is one of great responsibility. Now, though it be true, that we are not yet in a state, in which we can expect to find a class of professional, thorough, regularly-bred school masters, devoted to that business alone, and making that the occupation of their lives ; still it is true that we are approaching to that condition. It is the natural progress of things. Teaching, to a certain extent, has already become a profession, in the *higher* schools. So it is in the large towns, in *common* schools. Twenty five years ago it was not so, even in the Colleges.

Will the people of this State, or ought they to be content to see every thing else advance, and their common schools remain stationary ? Any one

who knows any thing of schools, knows that the time of an intelligent child, is in a great measure wasted, who spends it in the present very imperfect manner upon his arithmetic, his writing copies, his spelling book, his reader's assistant, and some smattering of geography, (this is about all) from three and four years of age, to twelve and fifteen, when he leaves the school. This is now unavoidable, because we have no other standard: we have neither teachers for more, nor books that are known in those schools. Still there are, however, excellent manuals in *Chemistry, Natural Philosophy* and *Political Economy*, containing most of the great principles of those sciences, and perfectly intelligible to youth within those ages. To these children, however, they are sealed books. These manuals are put into the hands of the children of the rich, who spare no expense in their education: it is known, how lavish they are in this, compared with other expenditures; they are right, too, for it is in this way only, that they can maintain their rank in society. No man is at liberty to abandon the rational privileges which God has given him in opportunities of superior knowledge. It is plain, that the mass of our people, have not a just sensibility upon this subject. It is the duty of their legislators to inspire them with it. As the taste for a higher and better education advances, books will be written and provided, to gratify that taste, the demand for them will create them. These books will, as they should, come out of the genius

of our own country, illustrate our history, pourtray our manners, expose our peculiar vices and follies, and teach that which belongs to *us, as a free and privileged people*. Now we are tributary to another nation. They write for themselves and not for us. It is well known, that Mr. Edward Livingston, in preparing a *penal code* for the State of Louisiana, which will endear his name to all enlightened and benevolent men in every country, among other important suggestions, recommends that it be taught in all the schools. With us the knowledge of the rights and duties of a citizen, should make a part of the earliest education of the youth. His mind should be imbued with it, from the moment he can understand the part he is to act in a free country. This involves a knowledge of the history of his country, of its institutions, the practice of its courts, and of the great principles of law, civil and criminal. There can be no doubt whatever, that the most important of these can be rendered intelligible to common capacities, and that the wide distinctions which now exist among different classes, are absurdly artificial, and have no foundation in the nature of man. To what other cause can we attribute even now, the efficient character of our people admitted on all sides, their capacity for business, public and private, than an understanding, imperfect as it may be, of these general principles? *But they should be taught in the schools*; nothing, however, can be taught, but that which is known. To what end shall we talk of teaching, when teachers are not to be found.

No school fund could greatly improve our schools, while the instructors are so lamentably deficient. We must turn our attention to the true source of the evil: and while we would avoid the gross indecency of speaking unfavourably of the schools of our sister states, it is due to truth, that we should mention the condition of the schools in *Connecticut*, to show that we want not only more competent *school funds*, but also *a fund of competent knowledge in the instructors*. In the Institution which we contemplate, young men would be educated in such a way, as to supply the *wants of the common schools*. It would furnish the best preparatory education, and not a few would resort to it: to qualify themselves for the profession of *school masters*, thus becoming as in time it must be, a *regular occupation*; an occupation too, for that description of persons, who, from their relative rank and standing in society, would be best fitted to be teachers in the common schools.

But this is not all, in reference to the bearing which the proposed Institution must have upon the improvements, and prosperity of common schools. Let us not deceive ourselves: the great improvements in society in every age, have come from men of education: theirs is the first suggestion and so it will continue to be. In what other way can we arrange, around these common schools, a band of efficient, enlightened patrons and friends, than by filling the State with men of liberal knowledge? It is in vain to hope, that any great im-

provements will be introduced into them, unless that class be numerous, who are capable of appreciating their value, and of raising the standard of knowledge. In all provisions for education, it is necessary to remember, that we live in a period in which the human mind is making efforts, of which we find no counterpart in former times; and that what was deemed a good education for the common people thirty years since, has ceased to be so regarded. We will no farther enlarge upon this topic, but conclude by observing, that the greatest fund which we can now raise for common schools, and by far the most efficient, will be in the endowment of an Institution, which, at little expense to the individual, shall spread useful knowledge over the State, through the great classes of merchants, mechanics, and farmers. The bounty solicited, will be by far the greatest benefaction ever imparted by the State to the poor and middling classes. It will be a law for *them*. Here we might bring our observations to a close, as we have briefly touched upon every topic, which we consider connected with the subject; some of them, however, seem to admit with propriety of further remark.*

It is a matter of astonishment, that in a country, in which business and labour constitute distinction, there should have been no public provision made for the education of any class, but of that which is *professional*.

* See note A. at the end of the Report.

The state of our grammar schools, common schools, and academies, cannot be considered as a fair exception to the truth of this remark.

The question for the Legislature is now reduced within narrow limits, and that is, whether it be expedient, that the colleges should receive, without participation, all the bounty of the State, granted to liberal education? If this be truly the question, it would seem, that public opinion has settled it, and though *we* may choose to procrastinate, our successors will be compelled to act with decision. No man could do otherwise than disgrace himself, who should come forward with any system of hostility to the colleges, and the professional classes. In a great and prosperous country, these should and will have an elevated rank.

The colleges have been nursed by the State, and so we trust they will continue to be, according to her ability and the requisite provisions for other objects, and that she will never lose sight of the deep interest which she has in them.

Those who pass through the colleges, must, upon an average, devote not less than four or five years, if the period of preparation be considered, to *dead languages*.

Thus it is, that no youth can receive a liberal education, unless this period, and the most precious of his life, be wasted, for waste it may be considered, except to a few.

We may venture to say, that education among us cannot long exist in a state like this. The sys-

tem is *foreign*, and not *American*; there is little in it suited to our peculiar institutions, or becoming our rank in the world.

Colleges, which were monkish establishments, are even with us, and at this time of the day, the only places where what may be called education can be acquired.

Our academies and schools cannot be named as fit resorts to furnish a man with that liberal knowledge, which multitudes among our farmers and mechanics are eager to obtain, and which would render them ornaments of society, and better fitted for places of public usefulness.

The Commissioners have already mentioned the pursuits, which they suppose will receive attention in this Institution, with the intention, however, of briefly recurring, to the mention of some of them.

When this subject was first brought before the Legislature, many gentlemen supposed, that nothing but a mere *Agricultural School*, was proposed. It already appears, however, that the project embraces a much wider range; that this is only a part, still an important part. How important, will be obvious from a moment's attention to the subject. *Agriculture is a science*, few employments are in their nature more intellectual. The common labourer has, however, in former periods, been a mere machine, performing its work in the same manner for ages. If there have been improvements, it is undeniable, that they have proceeded generally from those, who have had science, capital, leisure

and taste for the employment. If these have not reaped the profit, for profit with them is not so much the object, the community have.

At this Institution, will be exhibited, specimens of farming; varieties of plants and seeds will be collected; fruits will be cultivated; saving labor, improvements and machines tried; economical modes practised; a knowledge of the different breeds of animals, their habits, diseases, the mode of rearing and fattening promulgated; books upon these various subjects will be furnished; and, in fine, every thing communicated, which has a tendency to enable a farmer to practise his art, with the greatest profit, success, and pleasure. The community, will be filled with intelligent agriculturists, who in their turn, must become the instructors of others. Thus, if there be capital improvements, they will be eagerly sought for, and not have to contend with those deeply rooted prejudices, which keep things stationary for ages. Then will there pervade the community, an ambitious and honourable spirit of enquiry; men will talk, think, and write about things that are of real value, instead of spending their time idly, or what perhaps is as bad, wasting it upon insignificant discussions, which have little other tendency, than to narrow their minds, embitter their hearts, and show their ignorance. The solitary state of the man, who labours on the land, is the greatest hindrance to his improvement; the society itself, of such an establishment will be the best of all

schools. No man in the country will be so elevated, as not to be willing to be its patron and friend. Our Institutions should be such, as to blend together for mutual improvement, all classes. There cannot be fellow-feeling between ignorance and refinement ; history shows it, the mind of man demonstrates it ; they are oil and water, amalgamation is impossible.

Political Economy.

The Commissioners mean to propose nothing for this school, that is showy, expensive and merely ornamental, but rather that which is useful and profitable, becoming the dignity and prosperous condition of an American Citizen. If the time that has been devoted in the learned institutions of the world, to Metaphysics, Logic, and Mystery, had been applied to the study of things that certainly do exist, instead of to those that may be, we should now have citizens better instructed in their duties, better morals, and better government. The labours of *Smith*, *Say*, and others, have rendered this a science new to the world to be sure, but deeply connected with the prosperity of any people.

Though there are in it, disputed principles, (in what science are there not ?) still, in none are there to be found more truths, that are clear to common apprehension. It is the prudence and enlightened conduct of the family, extended to society ; it teaches a moral code to nations ; shows

them that the liberal virtues which prompt to unembarrassed trade and intercourse, are as profitable upon a great scale, as in their narrow domestic relations ; that a good bargain may be good for both parties ; that to have a rich commerce, we must have rich customers ; that nations are profitted by the peaceful policy of each other ; that all plans to monopolize the trade of a world, are but the poor devices of hucksters, pedlars, and forestallers ; that to enrich our own fields, it is not necessary to spread desolation over those of our neighbours : that war is only to be justified by the law of self-preservation : that when it breaks out, it becomes a great whirlpool, drawing into its abyss of ruin nations ever so remote from the scene, and that though they may cry " peace, peace," there is no peace. In this, as in many other things, it will be found, that our free institutions have prepared our minds before hand, to embrace and understand clearly those principles, which, in other countries, philosophers have with so much difficulty laboured to establish. It is now fifty years, since Adam Smith wrote his " Wealth of Nations," (the " Wealth of Nations," it is justly called) and to this day multitudes of the enlightened portion of his countrymen, understand little of his principles, much less have they been able to bring them to bear upon existing regulations.

The first edition of *Mr. Say's* treatise upon this subject, was published at Paris, in the year 1803, since which time, it has been introduced into many

of the Universities of Europe, and into some in this country, and still, in public discussions in our National Hall, these rational enlightened friends of mankind, have been, by way of derision, called *Philosophers*, as though true philosophy, and the principles of business, could, by possibility, be at war with each other. Of the truths of this science, no American citizen in any public station whatever, should be ignorant. Who may not be called to public trusts here ? It is because the responsibility of government devolves upon the people, that the people should be well instructed.

The Commissioners have thus gone through, an enumeration of those things, that distinctly belong, in their opinion, to these Institutions. Nothing is left for them to do, but to make a few remarks upon some collateral topics.

Every country has its peculiar character : nature perhaps creates it, institutions may greatly modify and add to its improvement. For the foundation of the sober, patient, discreet, sagacious character of our people, we may look to our early history, our rigid climate, stubborn hills, and iron bound coasts. The institutions for learning, have done the rest. What nature has denied, ingenuity supplies. How else can we account for the fact, that we should have taken the lead in manufactures, when other states are richer, and in many parts possess the same natural advantages of water power. This is strikingly true, even if we look to the neighborhood of their great towns. The manufac-

tures of New-England, will constitute much of its riches and power. Yes, *power*, for a State *without riches, cannot have power*.

While Watt and Boulton were bringing the Steam Engine to the perfection it had in their time, and which is said to save to England, the labours of two millions of men; the latter was asked by his king " well sir, what are you now about?" " Manufacturing that which kings like much of; *power*, your majesty," was the answer. The manufacturing ability of Massachusetts, just begins to show itself; that interest is in the bud; many intelligent persons are of opinion, that not a *fiftieth*, and some that not a *hundredth* part of our water power is occupied. Already those who are at the head of these establishments, enjoy salaries, that far exceed the professional emoluments of gentlemen of the first reputation.

In the mechanic department in this school, our young men will furnish themselves with the preparatory education, necessary in these establishments, and in an economical manner. In most countries, individual enterprise is powerless, without capital; but here, a well educated person, with industry, commands it. He finds those who are willing to furnish that, which is better employed by him, than by them. The one has a fortune already accumulated, and only desires an investment of his money, in the hands of prudence, economy, and industry. It is by this process, that *here*, credit is a new power, the value of which, cannot be

fully understood in other countries. The diffusion, therefore, through the State, of that knowledge that is best calculated to call out the ingenuity of our youth, in the various departments of mechanical and manufacturing business, is of the greatest importance to a State like Massachusetts. It was said of the father of our country, that after the revolution, when the scene of trial had passed by, and good humour prevailed; he asked in a laughing mood, a native of our State, "What have you, in New-England, gained by this eight years war; you seemed to me to be as well off before; *we can enjoy trade*; *we have rice, tobacco, and cotton.*" "Sir" said his companion in arms, "*we have heads and hands*; we had heads and hands before, but our *hands* were tied behind our backs."

Massachusetts, in deciding this question, will do well to consider what is now passing in the same way in other countries, and in various parts of this.

In the year 1823, a meeting was called in London, (in that country which had the honor of giving birth to Boulton, to Watt, to Arkwright,) for the purpose of establishing an Institution for the instruction of her artizans in mechanic science. At the first meeting, some of the most eminent men in the country attended, such as Dr. Gregory, Dr. Lushington, and others. Mr. Brougham not having it in his power to be at the meeting, sent an apology, with a handsome donation, in favor of the objects proposed. Dr. Binkbeck addressed the meeting, and stated, that an Institution similar to that

then proposed for London, had been set on foot by him and other gentlemen, at Glasgow, in Scotland, twenty years before. That when the plan of it was maturing, all treated the idea of instructing the common mechanics in the principles of science, as the dream of enthusiasm; that it was predicted that if the mechanics were invited they would not come; if they did come, that they would not listen; and if they did listen, they could not comprehend. That all this, however, was falsified in the result, and that the Institution in Glasgow, was in the most flourishing condition. At the meeting mentioned, in London, the Mechanics' Institute was established, with this as its first principle, *that the mechanics should pay for their instruction.*

The managers now publish a regular magazine, which is full of scientific information. The example of Glasgow and London, has given excitement to the country, and similar Institutions are established, or proposed, in many other cities. Now it must be observed, that this system of instruction is for the *common mechanics*, the *working men*, the *day labourers*; in the language of Dr. Binkbeck, “the unwashed artificers.” Of men like these, Dr. Binkbeck states, that there were then in the society at Glasgow, *one thousand*. We have mentioned these facts as among the most interesting incidents of the day, and to show the deep conviction which appears every where, of the necessity of extending knowledge to a class of men which has heretofore, in other countries, been doomed to every de-

gradation. The question for us now is, shall we suffer Europe to march before us in that career of improvement, which we have claimed as peculiarly our own? There are indications that a better spirit begins to prevail.

In the *Geneva College*, in the State of New York, the trustees propose, as appears from a circular, dated March 1st, 1824, to establish, if the consent of the Regents of the University can be obtained, a course of instruction, as follows :

1st. Under the English Professor, the pupil shall be taught, the Philosophy of the English Language, Geography, Rhetoric, History, English Composition, Moral Philosophy, Logic, Metaphysics, Evidences of Christianity, and shall practice Public Speaking.

2d. Under the Professor of Mathematics, he shall study Geometry, Trigonometry, Land Surveying, Theoretical and Practical Mensuration, generally, Navigation, Levelling, with reference to Canals and Aqueducts, Hydraulics, as applied to machinery, driven by water power, and steam power, Natural Philosophy and Astronomy, with the use of Mathematical Instruments, the Principles of Architectural Proportions, and Bridge Building, Drawing of Plans, &c.

3d. Under the Professor of *Chemistry*, shall be studied, *Chemistry*, the Principles of Dyeing, Bleaching, &c. the Nature and Use of different Earths and Soils, the fertilizing qualities and effects of different substances, Mineralogy, and Botany :

that this course of study shall embrace two years, at the expiration of which, *Diplomas, usual in Colleges*, shall be given.

The Commissioners are not informed whether this plan has been adopted. In the same State, through the munificence of Mr. Van Rensselaer of Albany, there has been established at Troy, a school with the same general design, as that now proposed. In Derby, in the State of Connecticut, there is one. The Gardiner Lyceum, the honor of the establishment of which belongs to him whose name it bears, is too well known to require particular mention here.

The Commissioners have thus presented their views upon the subject. In deciding upon it, we must remember, that the eyes of the world are upon these *free republics*; that whatever we do, is a subject of observation and comment, that millions of beings unknown to us, are concerned in the result. To what degree of refinement, the mass of mankind can be carried, is yet to be shown.

By the best cultivation of ourselves, let us manifest to wretched man every where, what he also may become, under the same discipline. God has doubtless set us on high, for an example. It is time *that* we should understand, that it is *knowledge*, and not *punishment*, that is to improve our moral condition; let men be brought to the conviction at once, that their penal codes, curious devices for punishment, their penitentiaries, stepping mills, and other artful contrivances to inflict suffering,

cannot be relied on to deter men from crime. That when gross offences have once been committed, there is little hope of amendment, that the subject of them, so far as the power of man extends, is a dead loss to society, and seems to be so to nature.

In that sound and right instruotion, which prepares the mind to love virtue, which makes man a religious creature, thus connecting him with God, and with good beings throughout the universe, there is every thing to hope, and to press us on to all possible exertion.

The Commissioners now close their labors, in furtherance of the objects of the foregoing Report, and in conformity with the design of the General Court, in their appointment, by respectfully submitting the draft of two Bills.

THEODORE SEDGWICK.
L. M. PARKER,
JAMES SAVAGE.

Boston, 9th January, 1826.

[A.]

ince the Report was prepared, further enquiry and considerable personal observation of the *Common Schools*, have induced the Commissioners, to make additional remarks on that head. They would fulfil in their duty, should they withhold from the Legislature, their decided opinion, that the public is not fully aware, of the very defective state of the Common Schools, and their conviction, that the honour of the State, its duty as the guardian of the poor and least informed classes, imperatively demand an immediate attention to them.

They are satisfied that in those schools, there is no improvement corresponding with the state of society in other respects, or with the successful efforts made in education by the well-informed and richer classes.

On the contrary, that for the last twenty years, there has been no improvement, worthy of mention, when compared with the great advances made by society in general. Leaving out of view, my notice of what *might* be taught in those schools, and which is not at present, it may be said with truth, that in the most common branches of elementary knowledge, many of the teachers are wholly unqualified. How can it be otherwise?

Many of these teachers receive no greater compensation, than the wages of *common labourers*.

Certainly such a recompence, will never induce men to qualify themselves for the occupation of school-keeping, one which requires judgment, discretion, sobriety and dignity of character, united with great experience. To commit fifty or sixty children to the care of a young man of eighteen or twenty years of age, in the common mode of instruction, and to call this *Education*, seems an insult to the good sense of the times.

There are facts enough to show, both in Europe and in this Country, that the *Liberian* system has been introduced not only in the Common Schools, but in those in which the *classics* and the *mathematics* are taught, with great success. This is true of the *Heggs' School* in *Edinburgh*, and one of the Commissioners

can bear testimony to the same fact, in regard to the High School in *New York*, under the care of *Professor Griscom*. The country is deeply indebted to this gentleman for his efforts upon the subject, and particularly for having in an excellent work, lately published in *New York*, clearly set forth the merits of that system. To what extent it *may* or *ought to be* introduced, into the country part of the state, in populous villages, and the neighbourhoods of extensive manufactories, it is not intended to express an opinion here, but should be a subject of serious enquiry, and generally how far it may be made applicable, (if at all) where the residence of children is remote from each other.

One of its chief excellencies is its *economy*; for the same money vastly more may be obtained.

In other respects, the system has its advantages and its disadvantages; of the former, the most striking can be made obvious to those only, who have witnessed its operation. The subject in all points of view is worthy of investigation.

In respect to the *Common Schools*, *Mr. James G. Carter* has addressed to *William Prescott, Esq.* several letters which are in print, in which the importance of the subject is pressed upon the public, in a manner to deserve its most serious attention.

Massachusetts in what she may now do for the *Common Schools*, will have the benefit of the experience of her sister States, together with the lights furnished by the progress of education elsewhere. Nothing upon this subject can be expected to be thoroughly done, till the facts in regard to the present state of the schools are carefully collected, together with every other fact, that may throw light upon it; and this by some person or persons, who shall be responsible for presenting to the Legislature, a system deserving of its consideration. A crude and undigested one, would be unworthy of the times.

The Commissioners, as they have before stated, do think, that if the proposed Institution should accomplish no other object, it would well repay the bounty of the State, in becoming a *Nursery for Schoolmasters*, and to effect that object, they would recommend, that a Department be organized in the school, for the express purpose of qualifying in the most economical way, such persons, as shall resort to it, with the view of obtaining instruction for that occupation.

Commonwealth of Massachusetts.

In the year of our Lord one thousand eight hundred and twenty-six.

AN ACT,

To establish the Massachusetts Seminary of Practical Arts and Sciences.

1 Sec. 1. BE it enacted by the Senate and House
 2 of Representatives in General Court assembled,
 3 and by the authority of the same, That there
 4 be, and hereby is incorporated within this Com-
 5 monwealth, a Seminary for the Education of
 6 Youth, in the useful and practical Arts and Sci-
 7 ences; and that his Excellency, the Governor
 8 of the Commonwealth, for the time being, *ex*
 9 *officio*, and his Honor, the Lieutenant Governor
 10 of the Commonwealth, for the time being, *ex*
 11 *officio*, and such other persons as may be as-
 12 sociated with them, as hereinafter provided, be,
 13 and hereby are constituted a body corporate.

14 by the name of "The Trustees of the Massa-
15 chusetts Seminary of Practical Arts and Scien-
16 ces;" and that they and their successors, and
17 such as shall duly become members of said
18 Corporation, shall be, and remain a body cor-
19 porate, by that name, forever. And for the or-
20 derly conducting the business of said Corpora-
21 tion, the said Trustees shall have power and
22 authority, from time to time, as occasion may
23 require, to elect a President, Secretary, and
24 Treasurer, and such other officers of said Cor-
25 poration, as may be found necessary, and to
26 declare the duties and tenures of their respec-
27 tive offices.

1 SEC. 2. *Be it further enacted*, That with the
2 Governor and Lieutenant Governor of the
3 Commonwealth, for the time being, shall be as-
4 sociated, eight other persons, as trustees and
5 members of said Corporation, who shall be ap-
6 pointed by the joint ballot of the Legislature,
7 in convention of both Houses, for the term of
8 eight years, except, that of the eight persons,
9 so first appointed, the places of four, to be
10 designated by lot, shall be vacated at the end
11 of four years, and the vacancies be filled, in
12 manner as aforesaid, by a new choice; and at
13 the end of the next four years, the places of
14 the other four, so first appointed, shall be va-
15 cated, and the same filled in like manner; and
16 so on, with the four eldest members, at the end
17 of every succeeding four years, forever; and

13 whenever a vacancy shall happen in the num-
19 ber so appointed, the Legislature shall, at its
20 then next session, in like manner, fill the same :
21 *Provided, nevertheless,* that the Principal of
22 said Seminary, for the time being, shall *ex offi-*
23 *cio,* be one of said Corporation ; and any per-
24 son who may make a donation of two thousand
25 dollars, or upwards, to the funds of said Corpo-
26 ration, shall thereby become a member there-
27 of for life : *And provided further,* that nothing
28 herein contained, shall be so construed, as to
29 prohibit the re-election of Trustees, whose
30 terms have expired as aforementioned.

1 Sic. 3. *Be it further enacted,* That the said
2 Corporation shall have full power and authority
3 to determine, at what times and places, their
4 meetings shall be holden, and the manner of
5 notifying the Trustees to convene at such
6 meetings ; and also, from time to time, to elect
7 a Principal of said Seminary, and such assist-
8 ants and other officers, as they shall judge most
9 for the interest thereof, and to determine the
10 duties, salaries, emoluments, responsibilities,
11 and tenures of their offices. And the said
12 Trustees are further empowered to determine
13 where said Seminary shall be located, and to
14 purchase such real estate, and erect, and keep
15 in repair, such houses and other buildings
16 as they shall judge necessary for the same ;
17 and also to make and ordain, as occasion may
18 require, reasonable rules, orders, and by-laws,

19 not repugnant to the constitution and laws of
20 this Commonwealth, with reasonable penalties,
21 for the good government, and the well being of
22 the said Seminary, and for the regulation of
23 their own body; and also to determine and
24 regulate the course of instruction in said Semi-
25 nary, and to confer such diplomas as they may
26 judge appropriate and useful: *Provided, al-*
27 *ways*, that no corporate business shall be trans-
28 acted at any meeting, unless four, at least, of
29 the elective and *ex officio* members are present.

1 SEC. 4. *Be it further enacted*, That the said
2 Corporation have a common seal, which they
3 may alter or renew, at pleasure; and that all
4 deeds, sealed with the seal of said Corporation,
5 and signed by their order, shall, when made in
6 their corporate name, be considered, in law, as
7 the deeds of said Corporation; and that said
8 Corporation may sue, and be sued, in all actions,
9 real, personal, or mixed, and may prosecute the
10 same to final judgment and execution, by the
11 name of "The Trustees of the Massachusetts
12 Seminary of Practical Arts and Sciences;" and
13 that said Corporation shall be capable of taking
14 and holding, in fee simple, or any less estate,
15 by gift, grant, bequest, devise, or otherwise,
16 any lands, tenements, or other estate, real or
17 personal: *Provided*, the clear annual income of
18 the same shall not exceed twenty thousand
19 dollars.

1 SEC. 5. *Be it further enacted*, That the clear
2 rents and profits of all the estate, real and per-

3 sonal, of which the said Corporation shall be
4 seized and possessed, shall be appropriated, by
5 the said Trustees, to the endowment of said
6 Seminary, in such manner, as shall most effect-
7 ually promote the object and best interests
8 thereof: the said Trustees conforming to the
9 will of any donor or donors, in the application
10 of any estate received, which may be given,
11 devised or bequeathed, for any particular object
12 connected with the said Seminary.

1 *Sec. 6. Be it further enacted,* That the Legis-
2 lature of this Commonwealth may hereafter in-
3 crease or diminish the number of said Trustees,
4 and may grant any further powers to, or alter,
5 limit, annul, or restrain any of the powers vested
6 by this act in said Corporation, as, in their wis-
7 dom, shall be deemed best for the interests of
8 said Seminary: and the Legislature, in conven-
9 tion of both Houses, may, at any time, for good
10 cause, remove any Trustee appointed by them,
11 and forthwith appoint another person, in man-
12 ner aforementioned, to fill such vacancy.

1 *Sec. 7. Be it further enacted,* That His Ex-
2 cellency the Governor, for the time being, be
3 authorized to fix the time and place of the first
4 meeting of the said Trustees, and to notify each
5 of them thereof in writing.

Commonwealth of Massachusetts.

In the year of our Lord one thousand eight hundred and twenty-six.

AN ACT,

*For the Encouragement of the Practical Arts
and Sciences.*

1 SEC. 1. BE it enacted by the Senate and House
2 of Representatives, in General Court assembled,
3 and by the authority of the same, That the
4 Treasurer and Receiver General of the Com-
5 monwealth, for the time being, be, and he here-
6 by is, authorized and directed, to pay to "The
7 Trustees of the Massachusetts Seminary of
8 Practical Arts and Sciences," the sum of twen-
9 ty thousand dollars, annually, for the term of
10 two years, out of the sums which may be paid
11 into the Treasury by the several banks, which
12 now are, or hereafter may be incorporated in
13 this Commonwealth, for the purpose of estab-
14 lishing and endowing the said Seminary, and

15 enabling the said Trustees to carry into effect
16 the provisions of the Act, by which they are
17 incorporated. And the said Treasurer and Re-
18 ceiver General shall make the first of said an-
19 nual payments, out of the sums, so paid into
20 the Treasury, during the year ending on the
21 first Monday of October next.

1 *Sec. 2. Be it further enacted.* That after the
2 termination of the aforementioned annual pay-
3 ments to the said Trustees, there shall be an-
4 nually set apart, out of the sums paid into the
5 Treasury, by banks, as aforesaid, the sum of
6 five thousand dollars, for the term of ten years,
7 which sum, so annually set apart, the said
8 Treasurer and Receiver General, under the di-
9 rection of the Governor and Council, for the
10 time being, shall invest in such public stocks,
11 bank stocks, or other securities, as, in their
12 judgment, will render the same most safe and
13 productive; and the income, arising therefrom,
14 shall, from time to time, be invested in like
15 manner.

1 *Sec. 3. Be it further enacted.* That the sums,
2 annually set apart, conformably to the second
3 section of this Act, shall be considered, and
4 held inviolate, as a Literary Fund, to be appro-
5 priated to the further endowment and support
6 of the aforementioned Seminary, or for the en-
7 dowment and support of other Seminaries, es-
8 tablished for like purposes, as the Legislature,
9 in their wisdom, shall, from time to time, judge
10 best.

LIBRARY OF CONGRESS



0 021 526 186 4